

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Danny Mallett

Official School Name: Iola Elementary

School Mailing Address:
P.O. Box 159
Iola, TX 77861-0159

County: Grimes State School Code Number*: 093903101

Telephone: (936) 394-2361 Fax: (936) 394-2051

Web site/URL: www.iolaisd.net E-mail: dmallett@iolaisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Douglas Devine

District Name: Iola ISD Tel: (936) 394-2361

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. David Moore

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 0 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 0 | Other |
| 2 | TOTAL |
2. District Per Pupil Expenditure: 9069

Average State Per Pupil Expenditure: 10162

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☒ Rural
4. 3 Number of years the principal has been in her/his position at this school.
- 2 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	14	5	19	7	0	0	0
K	13	23	36	8	0	0	0
1	9	21	30	9	0	0	0
2	16	24	40	10	0	0	0
3	17	16	33	11	0	0	0
4	21	14	35	12	0	0	0
5	16	15	31	Other	0	0	0
6	15	22	37				
TOTAL STUDENTS IN THE APPLYING SCHOOL							261

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
0 % Asian
5 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 24 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	31
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)].	63
(4)	Total number of students in the school as of October 1.	261
(5)	Total transferred students in row (3) divided by total students in row (4).	0.241
(6)	Amount in row (5) multiplied by 100.	24.138

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 139

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %

Total Number of Students Served: 16

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>4</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>27</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	95%	95%
Daily teacher attendance	96%	96%	96%	98%	97%
Teacher turnover rate	22%	30%	0%	9%	9%

Please provide all explanations below.

RACIAL/ETHNIC COMPOSITION - Iola Elementary does not track two or more races due to our low number of minority students.

Student-Teacher Classroom Ratio - The number of classroom teachers (18) includes math intervention, reading intervention, and music teachers. These are full time pull out programs. We have 15 actual classroom teachers.

Teacher Turnover Rate - Our elementary school has traditionally enjoyed an extremely low teacher turnover rate. However, the years 2007 - 2008 and 2006 - 2007 afforded a higher teacher turnover rate due to reasons beyond the school's control. We had several teachers who retired after many years of service and had several leave due to spousal relocations. Finally, some left for career advancement with other districts. Throughout these two years, Iola Elementary has maintained high expectations and a high quality of teaching with the new teachers hired.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	100 %

PART III - SUMMARY

Iola, Texas is a small agricultural town of about three hundred citizens. Its existence dates back to the 1830s. By the 1880s, Iola had several churches, cotton gins and gristmills. The population reached 300 in 1910. With the exception of occasional oilfield booms, the population has remained the same for almost a century.

To the casual passerby, Iola seems like any other small Texas town. However, if you stop at the café for a cup of coffee, listen to the conversations around you. You'll soon realize that Iola ISD is the heart and lifeblood of this little community.

Iola ISD is over one hundred years old. We have survived fires, wars, the Depression, and changes in employment opportunities. Our emphasis has always been on developing a secure learning environment. We pride ourselves on partnering with parents and community members to help our students develop into lifelong learners who become responsible citizens possessing the knowledge and moral integrity to compete successfully in a technologically advanced, diverse society.

Our teachers, students and campus have enjoyed many accomplishments over the years. The UIL (University Interscholastic League) governs the academic and athletic competitions in Texas public schools. The elementary students won the district UIL academic meet for the first time in school history this past fall. We have been a Gold Performance Campus for five years. Our elementary school has been a recognized campus for ten years. Our teachers have received the Keown Foundation Teacher of the Year award, several Orphan's Friends Masonic Lodge Chalkboard Awards, and the Brazos Valley Teacher of the Year Award.

Iola Elementary is blessed with many benefactors. Our PTO offers a steady supply of cheerful volunteers and financial support for our many projects. Volunteers from the community and our high school Honor Society donate time to our students who need additional help. Our intervention teachers work tirelessly helping individuals strengthen areas of weakness. One of our most significant assets is having an administration and a school board who trust us to do our jobs, back us with moral and financial support, and never fail to make us feel appreciated and essential to our students' success.

One of our school's main strengths is the inclusion of the community in its many activities and traditions. The annual Kindergarten Egg Drop has crowds lining the lawns to see whose egg survives. The fifth and sixth grade band concerts and PreK through fourth grade Christmas plays bring standing room only crowds to the gymnasium. Most of the community knows to expect the Parade of Dinosaurs down our hallway the week after Spring Break. The second grade cookbooks are eagerly anticipated each spring by parents and teachers. Our elementary UIL accomplishments are celebrated around supper tables throughout the town. Even though many families are going through difficult financial times, the community voted to build a new elementary school to better serve our students in the twenty-first century. Without our strong community backing, Iola Elementary would be just another ordinary school.

One of the unique characteristics of our school is that so many of our students are second, third, even fourth generation students of Iola Elementary. The continuity and sense of history involved causes a particular pride in our school that is a rarity. This colors the entire essence of our school. Most years, our elementary school enjoys a low teacher mobility rate. We are fortunate to have teachers who are dedicated to this school as well as to their profession. Several drive past other school districts for the privilege of teaching at Iola Elementary.

As you can see, Iola Elementary is a caring, successful school worthy of Blue Ribbon status thanks to our students, teachers, administrators, school board, but mostly our strong community. As the book The History of Grimes County declares," Faculty and students alike always carry with them fond memories of their school at Iola. Wherever they are, whatever they are doing, you can rest assured that in their hearts they are 'Backing the Bulldogs.' "

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Federal No Child Left Behind Act mandates that all children receive rigorous academic instruction. As a result, the state of Texas has instituted a criterion-referenced test, the Texas Assessment of Knowledge and Skills (TAKS). This test assesses a student's knowledge of the statewide curriculum, the Texas Essential Knowledge and Skills (TEKS). This curriculum outlines what students should learn in every grade in Texas. The core curriculum areas of reading and math are tested in grades 3-6. In addition, fourth grade students are assessed in writing and fifth graders are tested in science.

Iola Elementary is a recognized campus. Based on students' performances, schools receive one of the following ratings: Exemplary (all subjects $\geq 90\%$), Recognized (all subjects $\geq 75\%$), Academically Acceptable (reading/ELA $\geq 70\%$, writing $\geq 65\%$, mathematics $\geq 50\%$), and Academically Unacceptable (percentages below Acceptable). Scale scores are reported for every student in each subject tested. Students meet the grade standard with a scale score of 2100. Information on accountability standards can be found at <http://tea.state.tx.us/perfreport/account/2008/index.html>.

The administration and faculty at Iola Elementary demand excellence from our students. Programs are designed and implemented that provide instruction and remediation resulting in a high percentage of students passing TAKS. The data below shows an upward trend over the past five years in the reading and math passing rates while reaching goals of 96% to 100% in 2008.

READING passing rates 2004 – 2008:

- 3rd grade 96%, 100%, 100% 97%, 100%;
- 4th grade 92%, 84%, 89%, 84%, 100%;
- 5th grade 89%, 96%, 94%, 100%, 97%;
- 6th grade 97%, 100%, 93%, 97%, 100%

MATH passing rates 2004 – 2008:

- 3rd grade 100%, 90%, 97%, 97%, 96%;
- 4th grade 87%, 91%, 94%, 100%, 100%;
- 5th grade 89%, 100%, 100%, 100%, 97%;
- 6th grade 98%, 90%, 96%, 97%, 100%

The state of Texas not only requires its students to pass the TAKS, it also recognizes those students who excel. A commended score is given to students who answer 90% of test questions correctly or receive a scale score of 2400. At Iola Elementary, the number of students achieving Commended Performance has shown a steady increase during this same five-year period. Significant improvements have especially been made in math performance ranging from a 26% gain in 2004 to a 45% gain in 2008.

The only statistically significant subgroup at Iola Elementary is Economically Disadvantaged. Over 50% of our total population is economically disadvantaged. The performance of these students is comparable to the overall excellent scores achieved by the general population. Therefore, there is no disparity shown within subgroup categories.

Economically Disadvantaged – Percent Passing

Reading/Math

- 2004 – 87%/89%
- 2005 – 90%/92%
- 2006 – 92%/91%
- 2007 – 92%/98%
- 2008 – 99%/98%

Special Education students have consistently kept pace with the general population. Those who received TEKS instruction based on their individual educational plans (IEP) had the opportunity to take TAKS Accommodated or TAKS Modified.

The Texas Education Agency awards Gold Performance Ratings to schools that have achieved a Texas Accountability rating of Academically Acceptable or higher. Schools are recognized on 14 indicators. Those affecting elementary schools include TAKS results and attendance rates. These indicators give a quick view of the overall level of success a school has achieved. Iola Elementary has received Gold Performance Acknowledgments each year.

Gold Performance Acknowledgments 2004 - 2008

- Commended Reading – 4 years
- Comparable Improvement Reading – 2 years
- Commended Math – 5 years
- Comparable Improvement Math – 3 years
- Commended Writing – 1 year
- Commended Science – 2 years

For more information on this school, TEA provides the Academic Excellence Indicator System (AEIS) report which contains summary data of campus performance measures. This report can be found at <http://www.tea.state.tx.us/perfreport/aeis/index.html>.

2. Using Assessment Results:

Iola Elementary administrators and teachers feel strongly that assessment data is critical in helping our students meet their academic goals. With the data gained from the state-required Texas Assessment of Knowledge and Skills (TAKS), Texas Primary Reading Inventory (TPRI), Terra Nova, and district benchmark tests, teachers identify critical areas that need to be addressed.

The disaggregation of data begins in the summer months with an analysis of our current TAKS scores. The principal and curriculum director analyze the data and identify students with failing or low scores. We have implemented programs for grades 3-6 that provide instruction for students' areas of weakness. Those students not attaining 80% mastery in math are placed in a Math Intervention program under the tutelage of a full time teacher. Math benchmark tests are administered each six weeks. This data is analyzed using Data Management for Assessment and Curriculum (DMAC) to determine students' individual instructional programs. Mandatory tutorials provide additional instruction for reading and science students not attaining an 80% mastery of each TAKS objective. The teachers provide each student with instruction aimed at specific TEKS, providing individualized instruction to help students improve their performance.

Iola Elementary places strong emphasis on reading in grades K-3. Programs are provided for students that show weaknesses as well as for those who excel. We have instituted a reading intervention program that includes an intervention teacher. Students are pulled from the classroom daily based on test results. The state mandated TPRI test is administered three times each year. This test tracks a child's progress in phonemic awareness, comprehension, and word recognition. The data from the TPRI, reading benchmark tests and fluency tests provide information on each student. The Accelerated Reading Program, S.T.A.R., and Study Island are available to students. These programs are designed to provide opportunities for students to achieve their full potential.

3. Communicating Assessment Results:

Iola Elementary uses a variety of techniques to communicate student assessment results to students, parents, and to our community. Our goal is to create a sense of shared community and shared responsibility for student success. Our school is successful if our students are successful, and communication is one of the keys to that shared success.

One of our techniques is the use of technology. Our school maintains a district-wide website. The parents are able to access their individual children's grades at any time via a parent portal. This website also notifies parents of other school related information such as upcoming events, e-mail addresses of faculty members, and classroom news. An Honor Roll is published on the website at the end of each six weeks period to recognize achievement and to encourage students to do their very best.

The district also keeps parents informed through an automated communication system called "Global Connect". We use this system to call parents to inform them of issues involving their children.

Direct communication from the teacher to the parent is vital to success. We try to achieve that goal by keeping lines of communication open to parents through the use of daily folders, newsletters, telephone conferences, e-mail and notes taken home by the students. We also utilize "Meet the Teacher Night", and a district-wide "Open House" to build positive interaction with parents. Parent-Teacher compact meetings are also held. Parents, teachers and students all agree to work together in the education process. During this conference, parents and teachers can voice concerns or give suggestions to aid in the student's education. Progress reports are sent to parents every three weeks. Report cards are sent at the end of each six weeks grading period.

The results of standardized testing including the Iowa Test of Basic Skills (ITBS) /Terra Nova, Texas Primary Reading Inventory (TPRI), STAR Reading , benchmarks, and Texas Assessment of Knowledge and Skills (TAKS) are conveyed to parents after each administration. The student's strengths and weaknesses are discussed with parents in individual conferences. The state-wide test (TAKS) results are distributed along with an explanation of the results in student report cards. The TAKS Report card for the district is sent home and is also posted on the website and in local newspapers. A meeting night is offered to the community for further explanation of the TAKS results.

Our teaching staff understands that our success has been due in large part to the relationship between administrators, teachers, students and parents. This important relationship has been helped through a variety of communication techniques. Communication is vital necessity if teachers and parents are to work together as a team toward our goal of success for all our students.

4. Sharing Success:

Iola Elementary School takes great pride in the accomplishments of its students and faculty. Our teachers and administrators are highly visible in the community and are willing to share the exciting accomplishments of our students.

Iola Elementary School welcomes all visitors to our campus. Our door is always open to parents and community members to come share our successes. Our teachers open their classrooms to students from Texas A&M University and other surrounding colleges to allow them to observe teaching methods and master teachers at work. Teachers also volunteer their time to mentor new teachers as well as those who are participating in alternative certification programs.

Iola Elementary School hosts UIL academic meets and shares our facilities with the Iola Youth Athletics. Many of our successful students are also strong in athletics. We welcome parents and community members to attend award ceremonies, school productions and special events. Iola Elementary also shares facilities with the high school and junior high. We take part in pep rallies and games. We are very proud of our junior high and high school's accomplishments in band, athletics and academics.

Our administrators and teachers attend and participate in workshops and meetings to meet others and share experiences. Many of Iola's teachers belong to internet groups and organizations in order to network with colleagues in their fields of expertise. Administrators have open lines of communication with other schools. They work together by sharing ideas and help each other with problem solving.

Iola ISD's web site features our honor roll and highlights awards and accomplishments of the students and faculty. Parents and the community have an opportunity to view the individual successes of each classroom via the web page.

Iola Elementary School will continue to look for ways to share ideas and accomplishments in order to promote optimal learning and school pride. We believe that students who feel successful will become more successful.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The state of Texas provides its students an educational foundation through the Texas Essential Knowledge and Skills (TEKS) on which Iola Elementary has based its curriculum. Students receive a comprehensive education within the areas of reading/language arts, math, science, social studies, art, music and physical education. Under the guidance of the curriculum director and the principal, each teacher has developed an individual curriculum, based on the TEKS, for each six-week period. A corresponding benchmark test given at the end of each six weeks identifies the strengths and weaknesses of individual students. For those students exhibiting weaknesses on a particular TEKS area, a course of remediation is determined.

The root of the success of the students at Iola Elementary is threefold: (1) excellent instruction and frequent formal and informal evaluation, (2) intense and immediate remediation, and (3) opportunities for students to go beyond the base standard and excel to their full potential.

Reading – The foundation for the reading program begins in the Pre-K classroom. The teacher places emphasis on language development and phonemic awareness. K-2 teachers build on that foundation with the use of Saxon Phonics providing strong phonics based instruction. Reading comprehension is taught through the following elements: (1) direct recall, (2) analyzing story elements, (3) context clues, (4) main idea, (5) cause and effect, and (6) making inferences. Evaluation using benchmark tests, the Texas Primary Reading Inventory (TPRI), STAR Reading, and Terra Nova are given throughout the school year. A full time reading intervention teacher for grades K-3 provides additional instruction for those students exhibiting weaknesses. The Accelerated Reading Program provides opportunities for students to read on their level and advance at an individual pace. Grades 3-6 build on the foundation provided in the early grades. Instruction addressing the individual TEKS is stressed using practice materials. Literature based instruction is used as well as the state adopted reading program.

Writing - Instruction begins in the early grades. Journal writing begins in Kindergarten and expands into creative writing in first through sixth grade. Instruction in 4th grade is intense and prepares students for the writing portion of the TAKS. The upper grades provide writing instruction across the curriculum and incorporate it into every subject.

Math – Iola Elementary has a successful math program. The curriculum is designed to be sequential. Each grade builds on the concepts learned at previous levels. The teachers developed a curriculum based on the TEKS. Benchmark tests assess the students' progress throughout the year. Students who exhibit weaknesses are placed in the Math Intervention class where the full-time teacher focuses instruction on specific TEKS. Manipulatives are used to provide a basic understanding of mathematical concepts. Daily math drills provide practice in mathematical computation. Strong emphasis is placed on problem solving and using higher level thinking skills. Our math program implements a process based approach rather than focusing on the end result. Students use a variety of measuring, estimating, and graphing techniques. These skills are reinforced across the curriculum.

Science – Iola Elementary relies on the scientific method as the basis for all science instruction. Foss kits are available for instruction involving hands-on experimentation. Outside resources such as Texas A&M University and NASA are utilized to enhance our curriculum.

Social Studies – The Social Studies curriculum focuses on communities in the lower grades as well as an introduction to history. Field trips to Texas historical sites enrich the curriculum. The upper elementary grades learn Texas and U. S. History, geography, the study of different cultures, and citizenship. These are areas that

prepare students for adulthood. Activities during the school year provide the students with firsthand experience.

Fine Arts – An appreciation of Fine Arts is integrated throughout the entire Iola Elementary curriculum. Pre-K through 4th grade integrate art into all subjects, including such things as illustrations for a writing project to making gifts for parents on special occasions. Kindergarten - 4th grade students also attend music class where they learn basic musical knowledge. The students have an opportunity to express this knowledge by presenting a musical performance to the parents and community each year before the winter break. The fifth and sixth grade students have a choice of taking beginning band or participating in fine art classes. The band classes perform at the winter musical performance and spring concert, while the art students exhibit their artwork in the elementary building.

Physical Education – The physical well-being of our students is as important as their intellectual development. All students participate in physical education, which includes activities from exercise to organized sports.

2a. (Elementary Schools) Reading:

Iola Elementary believes the cornerstone of education is fluent reading. Every aspect of our reading curriculum is based on Texas Essential Knowledge and Skills (TEKS). The curriculum is locally designed to address and evaluate each individual TEKS element and to be both vertically and horizontally aligned. The focus on TEKS is included in all lessons from phonics to comprehension. Basic word building skills and comprehension skills are enhanced by the use of Texas Assessment of Knowledge and Skills (TAKS) instructional materials.

Iola begins its reading program with phonemic awareness and a phonics program. Saxon Phonics provides strong word building skills. Comprehension skills are taught through a variety of methods. Comprehension is included in the basal reading program. K-2 students use the supplementary home readers to practice reading and comprehension skills. These booklets are also an excellent way for parents to monitor their child's progress. There is a comprehension component in the Saxon Phonics program as well. The Accelerated Reading Program (grades K-6) tests a child's comprehension on specific books chosen by the child. Students are challenged to meet and/or exceed their reading goals for each six weeks. This program promotes comprehension, strong vocabulary, and an appreciation for literature. Evaluation is paramount to the success of the reading program. TAKS data and six week benchmark results are analyzed to assess learning needs and guide instruction. Benchmark tests are designed to specifically target the TEKS taught in that six weeks. Those students showing difficulty with a specific skill are given individual remediation within the classroom. Students may be placed in the Reading Intervention Program (grades K-3) or in assigned tutorial classes (grades 4-6) until that particular skill is mastered. The teachers at Iola Elementary believe that fluent reading is the foundation for success in all areas of instruction. We strive to ensure that our students become independent readers and develop a love of literature.

3. Additional Curriculum Area:

The mission at Iola Elementary is for our students to possess and demonstrate the knowledge and skills necessary to be productive and responsible members of society. To enable this mission, our mathematics curriculum was designed specifically to focus on all areas of the Texas Essential Knowledge and Skills (TEKS). Numbers and operations, geometry, measurement, patterns and algebraic thinking, probability and statistics, and problem solving are included. Daily Texas Assessment of Knowledge and Skills (TAKS) drills, including real world situations and current events, are incorporated into our mathematics lessons. The students are given strategies for solving these problems and to elevate their thinking skills. Problem solving skills are included in all areas of instruction. The goal is for the students to make the connection between mathematics and life in their everyday world.

We have numerous resources available for us to provide individualized instruction to the students. Motivation Math, Measuring Up, and TAKS Master, in addition to textbooks, are just a few of the materials available. Manipulatives are used as teaching tools to introduce and support the mathematics curriculum throughout the primary grades. Smart boards, camera projectors, computers, and calculators are examples of technology available to the teachers and students at Iola Elementary. In grades 3 through 6, a math intervention teacher works with the classroom teachers to remediate individual weaknesses as shown on benchmark tests given throughout the year.

The TAKS is a measure of the student's level of knowledge and skill necessary to compete in today's diverse society. The high success rates of the students at Iola Elementary indicate that our mission is being met. The students are secure in the knowledge that the teaching staff of Iola Elementary will prepare them not only to pass the state mandated TAKS, but will send them on with the skills necessary to succeed on their educational journey the rest of their lives.

4. Instructional Methods:

The most important factors for student achievement at Iola Elementary include communication and cooperation between members of the teaching staff. The teachers know each other and respect the unique qualities each exhibits. Suggested teaching techniques and methods are shared within and between grade levels. They communicate to the next grade level teacher and to the intervention teachers the strengths and weaknesses the students exhibit. They participate in cross-curricular activities. The teachers work together to design unique teaching strategies for those students needing additional attention. This provides a continuous and consistent flow of education. When students know what to expect and what is expected of them, anxiety is reduced and learning is enhanced.

Each student is treated as an individual. When a student's weaknesses are identified, either by district benchmark tests or by formal testing procedures, there are many options available to the teaching staff. Special Education students are placed in an inclusion program in the regular classroom. This allows these students to receive optimum benefit from instructional time and exposure to grade level curriculum. Special Education teachers are placed in the regular classroom to provide the least restrictive environment for these students. Reading and Math Intervention, regularly scheduled tutorial periods, ESL pullout program, and the use of technology such as SmartBoards and computers for Accelerated Reading provide assistance for regular education and subgroup students.

The goal of the teaching staff is to identify and remediate areas of weakness before they become full-blown problems. The earlier a problem is identified, the easier it is to correct. The first step toward this goal is a full day Pre-K program. The formal Reading Intervention Program begins in Kindergarten and continues through third grade. The Math Intervention Program begins in third grade. Texas Assessment of Knowledge and Skills (TAKS) preparation begins in Kindergarten. Benchmark tests are given and formal testing is started in these early grades. The reason for this is twofold: 1) to evaluate individual levels of progress, and 2) to develop test taking skills and prepare students for the rigorous TAKS. The emphasis put on early identification and remediation of student weaknesses is a significant factor in the consistently high TAKS passing rates of both regular classroom students and subgroup students.

A distinct advantage at Iola Elementary is the adaptability and creativity of the teaching staff. Their professionalism, teaching methods and knowledge of their content area are respected.

5. Professional Development:

Iola Elementary School is committed to student success. In order to maintain the success that we have obtained, and to continue to show improvement, it is necessary to have appropriate staff development and training.

Our staff development begins with a needs assessment in which all of our Texas Assessment of Knowledge and Skills (TAKS) scores, Terra Nova scores, and benchmark results are analyzed. This disaggregation of data is then used to determine any specific areas that need to be addressed through staff development activities. We also use results from the Professional Development and Appraisal System (PDAS) teacher evaluations, administrator input, and teacher input to determine staff development needs. Staff development is also utilized when new state mandates such as curriculum changes are given from the Texas Education Agency.

Iola I.S.D. is very fortunate to have a full time curriculum director. Many districts our size do not have someone employed full time for this position. This person serves as the instructional facilitator for all grade levels, coordinates curriculum alignment both vertically and horizontally, and coordinates all benchmarking that occurs at all grade levels and subject areas. The curriculum director also is responsible for coordinating all staff development activities and is available year-round to assist the staff with any curriculum need.

There are several workshops that many of our teachers attend on a regular basis. All of our math teachers attend the “Elementary Math Institute” which is held for several days throughout the school year. Currently, the first and second grade teachers are in the process of completing their training. Our kindergarten teachers attend the “Frog Street Press” workshops that are held each year while the reading teachers attend the “Texas Adolescence Literacy Academy” each year as well. Iola Elementary School also conducts our own workshops. As needed, teachers will meet with the curriculum director in order to align our curriculum with the current Texas Essential Knowledge and Skills (TEKS). This was last completed in the summer of 2008 after the new mathematics textbooks, Envision Math, were adopted.

The impact of the alignment of our staff development is evident in our increasing TAKS and Texas Primary Reading Inventory (TPRI) results. Our staff development has also helped to increase teacher communication with each other, students, and parents.

Iola Elementary School is committed to student success. Our commitment to provide appropriate staff development to meet our ever changing needs is one of the reasons that our school has been successful.

6. School Leadership:

Iola I.S.D. is very fortunate to have a dedicated board of trustees that directs the leadership of our district. These individuals have joined as a group to set the best leadership examples for the superintendent and principals to follow.

The overall leadership structure of Iola Elementary School is based upon insuring student success. The principal’s role as the leader is to provide clear goals, job descriptions and assignments, resources, and encouragement and support for the staff. The principal is visible, involved in the community, and a partner with teachers, students, and parents in the education of the students. The principal’s philosophy is to attain the best staff possible, clearly define responsibilities, listen to what others have to say, make informed decisions, and give encouragement and support.

Iola Elementary School leadership insures that the focus stays on student success by working together as a team. This is evident in our Campus Improvement Team, which meets regularly in order to make schedules, solve problems, and to be involved in the planning process for campus activities. This is also evident in our District Site-Based Decision Making team, which meets regularly to provide input on school policy, school calendar, and staff development topics.

Another example of partnering with teachers to insure student success is program development. We have developed an inschool tutorial program that addresses the needs of students who have not met our high standards on Texas Assessment of Knowledge and Skills (TAKS) benchmarks. This program is in effect for every TAKS subject in each grade level at our school. Once students have been identified as having a need,

we provide for a scheduled time during the day for them to get assistance from an intervention teacher. We have full-time intervention teachers for both reading and math, and have other teachers serving as writing and science intervention teachers as needed. All of this is accomplished through a creative and innovative master schedule.

The leadership of Iola Elementary School is committed to student success. A supportive administrator is vital for maintaining the success that we have achieved.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2001-2002 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Met Standard	96	97	97	90	100
Commended Performance	28	26	25	22	16
Number of students tested	29	31	33	33	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	3	4	3
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	100	100	94	94	100
Commended Performance	17	25	10	19	11
Number of students tested	18	22	21	22	18
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
At or Above Met Standard	100	97	100	100	96
Commended	28	25	58	25	28
Number of students tested	29	33	33	32	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	3	4	3
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	100	100	100	100	91
Commended	21	15	43	23	12
Number of students tested	19	22	21	22	18
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2001-2002 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Met Standard	100	100	94	91	87
Commended Performance	20	50	17	21	13
Number of students tested	29	37	37	33	24
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	2	2	3	2	5
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	100	100	95	87	67
Commended Performance	20	20	18	21	10
Number of students tested	15	16	23	19	10
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2001-2002 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Met Standard	100	84	89	84	92
Commended Performance	17	36	17	12	17
Number of students tested	30	31	37	33	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	3	2	5
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2001-2002 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
At or Above Met Standard	97	100	100	100	89
Commended Performance	42	44	25	25	0
Number of students tested	36	39	32	33	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	3	5	4
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2001-2002 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
At or Above Met Standard	97	100	94	96	89
Commended Performance	40	21	19	14	24
Number of students tested	36	39	32	29	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	3	4	4
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	93	89	71	80	90
Commended Performance	0	20	10	7	15
Number of students tested	13	22	22	14	14
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2001-2002 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Met Standanrd	100	97	96	90	98
Commended Performance	82	58	65	40	48
Number of students tested	38	33	26	22	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	9	6	4	6
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standanrd	100	93	90	90	94
Commended Performance	77	35	33	25	53
Number of students tested	21	23	15	12	21
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2001-2002 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Met Standard	100	97	93	100	97
Commended Performance	55	66	55	34	45
Number of students tested	38	32	26	21	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	9	5	5	6
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	100	100	83	100	89
Commended Performance	59	45	27	0	30
Number of students tested	21	23	15	12	21
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: